IMPROVING STUDENTS' PRONUNCIATION OF ALVEOPALATAL SOUNDS THROUGH ENGLISH SONGS

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Abstract

The objective of this research was to find that the use of English songs can improve students'pronunciation of alveopalatal sounds at SMA Negeri 4 Palu. It was a pre-experimental research design. The research sample was class XI IPA C which consisted of 37 students. The sample was taken through a cluster sampling technique. The data was collected by using test. The test was given twice as pre-test and post-test. The test was analyzed statistically. The result of the data analysis showed that there was a significant difference between pre-test and post-test results. It was proved by testing hypothesis. By applying 0.05 level of significance with 36 (37 – 1) degree of freedom (df), the $t_{counted}$ value (22.2) was higher than the t_{table} value (2.029). It means that the research hypothesis was accepted. In other words, the use of English songs was effective to improve students' pronunciation of alveopalatal sounds.

Keywords: Pronunciation; Alveopalatal Sounds; English Songs.

INTRODUCTION

Pronunciation is one of the language components that plays an important role in communication. It refers to the production of sounds that we use to make a meaning. According to Otlowsky (1992:1), "Pronunciation is a way speaking a word especially a way that is generally expected or generally understood." In pronunciation, sounds and meaning are related each other, because if someone pronounces a word with wrong pronunciation it will influence the meaning of the word itself, it means that the meaning of the word will change. For example, the word "dessert" which has meaning 'makanan pencuci mulut' in Indonesian language might be pronounced /dezət/ which has meaning 'gurun' in Indonesian language instead of /dɪ'zɜ:t/. Thus wrong pronunciation will change the meaning of the word. The meaning of thus words might be understood by the listener if the speaker says it in a sentence, but if the speaker just pronounces the word alone, it will make the listener gets difficulty to understand what the speaker is talking about.

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As a matter of fact, there is a problem again for Indonesian learners in pronouncing English words. The problem lies on the differences of the sound systems between English and Indonesian. There are some of English vowel and consonant sounds are not found in Indonesian, such as /θ/, /ð/, /ʒ/, /tʃ/, /dʒ/, /i:/, /u:/, /ɔ:/, /ɑ:/, /ɜ:/, and /ʌ/. Consequently , when the learner pronounces words, he/ she produces the sounds influenced by his/ her native language. It seems that he/ she subtitutes the sounds which are familiar for him/ her with the nearest sounds in his/ her native language. In connection in this matter, Sahulata (1988:58) says: "A common tendency of the students attempting to learn a second language is to use the sound from their native language." Therefore English sounds are very crucial to be learnt to make the learner becomes familiar with the English sounds and can produce the English sounds correctly.

There are many sounds in English which must be learnt. In this research, the writer focused her research in improving student's pronunciation of alveopalatal sounds. Alveopalatal sounds are produced with the blade of the tongue touching the hard palate (behind the alveolar ridge). According to Basri (2005:8) "Alveopalatal sounds are sounds which are produced right behind the alveolar ridge, where the roof of the mouth rises sharply." They include voiceless alveopalatal fricative /ʃ/, voiced alveopalatal fricative /ʒ/, voiceless alveopalatal affricate /tʃ/, and voiced alveopalatal affricate /dʒ/. Between all of those alveopalatal sounds, Indonesian sounds only have sound /ʃ/, such as in word 'syukur', but for the three sounds /ʒ/, /tʃ/, and /dʒ/ Indonesian sounds do not have them. Although Indonesian sounds have sound /z/ which is similar to sound /ʒ/, sound /c/ similar to sound /tʃ/, and sound /j/ similar to sound /dʒ/ in English sound. The difference occured between them is on the place of articulation and manner of articulation of those sounds; sound /z/ is included in voiced alveolar fricative while sound /ʒ/ is included in voiced alveopalatal fricative, sound /c/ is included in voiceless palatal stop while sound /tʃ/ as voiceless alveopalatal affricate, and sound /j/ is included in voiced palatal stop while sound /dʒ/ as voiced alveopalatal affricate.

Related to the explanation previously, pronunciation is very crucial to be learnt. It has an important role to support the speaking skill in doing communication. As Bailey (2005: 65) states that "Having good pronunciation is one key to succeed in learning to speak a foreign language." It happened because when the speaker doing speaking, the speaker must use English pronunciation correctly to make the listener understands what the speaker says. Therefore pronunciation is very important to be mastered.

In fact, some of Indonesian students still get difficulties in pronouncing alveopalatal sounds in words, especially for the Eleventh grade studentsof SMA Negeri 4 Palu. For example, some of them pronounced sound (dʒ) in word "engender" was pronounced /in'gender/ instead of /in'dʒendə/, sound (ʃ) in word "nation" was pronounced /'neitən/ instead of /'neiʃən/, sound (tʃ) in word "fortune" was pronounced /fortun/ instead of /'fɔ:tʃən/, and sound (ʒ) in word "conclusion" was pronounced /kon'kluʃn/ instead of /kən'klu:ʒn/. One of some factors that causing some Indonesian students get difficulties in pronouncing alveopalatal sounds in words, especially for the eleventh grade students of SMA Negeri 4 Palu is that both English and Indonesian words have the same alphabeths but different in manner of spelling them.To solve the problem, teachers of English must use the appropriate technique when they are teaching the pronunciation.

Based on the problem faced by the students, the writer applied listening English songs as a technique in improving students' pronunciation of alveopalatal sounds. Listening English songs is a technique in which the students listen to the English songs firstly then pronounce the word correctly based on what they have heard.

The reason why the writer choselistening English songs as a technique in improving English pronunciation particularly alveopalatal sounds (/ʃ/, /ʒ/, /tʃ/, and /dʒ/) because songs promote an authentic material. It is sung directly by a native speaker, therefore the writer expects the students can pronounce English sounds correctly based on what they have heard from the singer who has a background as a native speaker. Moreover, by listening to English songs students can enjoy and be more interested in learning English pronunciation. As a result, if the students have enjoyed in learning, it is expected that they can receive the material given. Related to the use of songs in learning English pronunciation, McCarthy (1985: 37) claims:

> Songs naturally introduce pronunciation, grammatical structures and idiomatic expressions of the language with proper selection. Songs can be used at any level of language skill. Even such simple things as nursery rhymes help language and speech development because of pith awareness, dynamic, tempo and meter. Music and songs cannot be separated. Music stirs memories and creates a harmonious atmosphere in the classroom. With all of that going for it, imagine how useful it can be for class, wich is studying English as a foreign language.

Based on the statement above, songs can be used in teaching English and at any level of language skills. It can help the students to memorize the material that is taught. Moreover, it makes the atmosphere on the classroom becomes harmonious because of the

melodies which is produced by the songs itself. Therefore, songs is very usefull technique in transferring English material to the students.

Referring to the problem explained previously, that some of Indonesian students still get difficulties in pronouncing alveopalatal sounds correctly, the writer formulated the research question *Can the use of English songs improve pronunciation of alveopalatal sounds of the eleventh grade students of SMA Negeri 4 Palu?* It is to find that the use of English songs can improve the pronunciation of alveopalatal sounds of the eleventh grade students of SMA Negeri 4 Palu.

METHODOLOGY

In conducting this research, the writer applied pre-experimental research design to find that the use of English Songs are effective to improve the students' pronunciation of alveopalatal sounds. There was only one group involved in the pre-experimental research design. This group was given pretest before the treatment and post test after the treatment. The writer conducted the research based on the research design proposed by Arikunto (2002:78):

0_1 X 0_2

Where: 0_1 = pre-test
0_2 = post-test
X = treatment

Population is considered as all research objects. Best (1981:8) states that "Population is any group of individuals that have one or more characters in common that are of interest to the writer." Based on the statement, the population was the eleventh grade students of SMA Negeri 4 Palu consisting of 10 classes. Each class consists of 31 up to 37 students. The total number of the eleventh grade students of SMA Negeri 4 Palu was 312 students.

Sample can be defined as a small part of the population. Best (1981:8) states "A sample is a small proportion of a population selected for observation and analysis." Based on the research design written previously, only one class which was chosen as a sample. In decided the sample of the research, she applied a cluster sampling technique.

Based on the statement above, the writer decided the sample of research. First, she prepared ten pieces of paper and then wrote the names of the classes. Next, she fold and put them into the box. Furthemore, she shoke the box and dropped them out. The paper which fell was the sample of the research.

Every research has variables that affect each other. As Cresswell (2009:50) defines, "Variable refers to a characteristics or attribute of an individual or an organization that can be measured or observed and that varies among the people or organization being studied." A particular research has two variables in which one variable affects another one variable, and oppositely.

Based on the title, the writer used two research variables in conducted this research. Those were dependent and independent variable. A dependent variable is a feature that depends on the independent variable, while independent variable is a feature that cause, influence, or affects outcomes (Cresswell, 2009:50). Consequently, the dependent variable of this research was improving the pronunciation of alveopalatal sounds of the eleventh grade students of SMA Negeri 4 Palu, while the independent variable was the use of English songs.

In collecting data of the research, the writer used test. The writer used two kinds of test, namely pre-test and post-test. She gave the pre-test to the students before giving the treatment. It was conducted in order to know the student's prior ability in pronuncing alveopalatal sounds. The test was divided into two types, they were an oral test consisted of 15 items and multiple test consisted of 5 items. The students got one point for each correct response and zero for each incorrect one. The distribution of the scoring scale is shown in the table below:

Table 1: The Scoring Scale

Aspect	Type of Test	Items	Criteria	Score
Pronunciation	I	15	- right pronunciation of alveopalatal sound - wrong pronunciation of alveopalatal sound	1 0
	II	5	a. - underline the correct word - underline the wrong word b. - pronounce the alveopalatal sound correctly - pronounce the alveopalatal sound incorrectly	1 0 1 0

After conducting the pre-test, the writer gave the treatment to the students. The writer taught them in pronouncing alveopalatal sounds through English songs. The writer gave the treatment to the students for eight meetings and each meeting spent about 90 minutes.

After giving the treatment, the writer administered post-test. The purpose of this test is to know the significant result of the using English songs in improving student's pronunciation of alveopalatal sounds.

The writer analyzed the data by using statistical analysis. It was used to analyze the test result (pre-test and post-test). She computed the individual score by using formula proposed by Arikunto (2002:276):

$$\sum = \frac{X}{N} \; X \; 100$$

Where:

$\sum$ = standard score
X = sum of correct answer
N = maximum score
100 = fixed score

The writer compared the students' mean scores on pretest and post test by using formula proposed by Arikunto (2006: 307):

$$\mathrm{M} = \frac{\sum x}{N}$$

Where:

M = mean score
$\sum x$ = obtained score
N = number of students

Then, the writer computed the mean of deviation of pre-test and post-test based on the formula proposed by Arikunto (2002:276):

$$M_d = \frac{\sum d}{N}$$

Where:

M_d = mean score of post-test and pre-test
$\sum$d = total score of deviation
N = number of students

After computed the mean of deviation, the researcher determined the sigma square deviation score by using the formula proposed by Arikunto (2002:277):

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:

$\sum x^2 d$ = sum of squared deviation
N = number of students

Finally to prove the significance difference between the mean score of pre-test and post-test. The writer computed it by using a formula purposed by Arikunto (2002:275):

$$t = \frac{Md}{\sqrt{\frac{\sum x2\ d}{N\ (N-1)}}}$$

Where:

t = t-test score
Md = mean score of post-test and pre-test
$\sum x^2 d$ = sum of squared deviation
N = number of students
1 = fixed score

RESULTS

Before giving treatment, the writer administered the pre-test to measure the prior knowledge of the students. After getting the pre-test score, the writer counted the mean score of the students by applying formula which was proposed previously in methodology. The students' mean score was gotten by adding all the standard score and divided by the number of students. The computation of students' mean score was as follows:

$$M = \frac{\sum X}{N}$$

$$= \frac{1784}{37}$$

$$= 48.2$$

The mean score in pretest was 48.2

The result of the pre-test are presented in the table 2:

Table 2: Result of Pre-Test

No	Initial	Items		Obtained Score	Maximum Score	Standard Score
		Test I	Test II			
1	ALA	6	6	12	25	48
2	AME	4	6	10	25	40
3	AND	7	7	14	25	56
4	ANI	5	6	11	25	44
5	AST	8	7	15	25	60
6	ASW	2	4	6	25	24
7	AYU	3	6	9	25	36
8	BEL	8	7	15	25	60
9	BEI	3	7	10	25	40
10	BEP	6	7	13	25	52
11	NUR	4	6	10	25	40
12	FEB	4	7	11	25	44
13	DIM	1	4	5	25	20
14	DWI	6	8	14	25	56
15	FAI	4	6	10	25	40
16	FAT	8	8	16	25	64
17	GUS	5	6	11	25	44
18	HAE	4	7	11	25	44
19	HAF	10	9	19	25	76
20	HAL	9	7	16	25	64
21	INC	7	6	13	25	52
22	MEG	8	7	15	25	60
23	MFA	7	8	15	25	60
24	MAS	6	7	13	25	52
25	MMU	6	7	13	25	52
26	NEL	2	5	7	25	28
27	NRA	5	8	13	25	52
28	NRB	9	5	14	25	56
29	NRM	2	5	7	25	28
30	PUT	4	6	8	25	32
31	RHY	6	6	12	25	48
32	RAH	6	8	14	25	56
33	RIZ	9	9	18	25	72
34	RUK	5	8	13	25	52
35	WIN	6	7	13	25	52
36	YUN	2	7	9	25	36
37	JAN	5	6	11	25	44
The sum of the Scores (Σx)						1784

By looking at the result above, there were only one student got the highest score, 18 points and there were 4 students got the lower score, 5 points. Whereas the maximum score was 25. It is indicated that all of students got score lower than 25. This result proved that the students still got difficulties in pronouncing alveopalatal sounds in words.

After giving the treatment, the writer gave the post-test to the students to know whether the aplication of songs in improving student's pronunciation of alveopalatal sounds can improve or not. The result of post-test presented in the table 3:

Table 3: Result of Post-Test

No	Initial	Items		Obtained Score	Maximum Score	Standard Score
		Test I	Test II			
1	ALA	14	10	24	25	96
2	AME	12	7	19	25	76
3	AND	15	10	25	25	100
4	ANI	8	7	15	25	60
5	AST	12	10	22	25	88
6	ASW	8	7	15	25	60
7	AYU	10	8	18	25	72
8	BEL	14	9	23	25	92
9	BEI	11	8	19	25	76
10	BEP	12	9	21	25	84
11	NUR	11	8	19	25	76
12	FEB	8	7	15	25	60
13	DIM	9	6	15	25	60
14	DWI	13	8	21	25	84
15	FAI	10	8	18	25	72
16	FAT	13	9	22	25	88
17	GUS	10	8	18	25	72
18	HAE	10	7	17	25	68
19	HAF	15	10	25	25	100
20	HAL	12	10	22	25	88
21	INC	11	7	18	25	72
22	MEG	13	7	20	25	80
23	MFA	11	9	20	25	80
24	MAS	13	10	23	25	92
25	MMU	13	8	21	25	84
26	NEL	11	9	20	25	80
27	NRA	14	8	22	25	88
28	NRB	14	10	24	25	96
29	NRM	8	8	16	25	64
30	PUT	10	8	18	25	72
31	RHY	14	9	23	25	92
32	RAH	11	9	20	25	80
33	RIZ	14	10	24	25	96
34	RUK	10	8	18	25	72
35	WIN	11	9	20	25	80
36	YUN	8	8	16	25	64
37	JAN	10	8	18	25	72
The sum of the Scores (Σx)						2936

From the table of result of post-test, the writer can count the mean score on posttest as follow:

$$M = \frac{\sum X}{N}$$

$$= \frac{2936}{37}$$

$$= 79.3$$

The mean score on post-test was 79.3

The next step that the writer did in analyzing data was calculating the deviation and the score deviation of pre-test and post-test.After getting the deviation and the square deviation of both pre-test and post-test, the writer then calculated the mean deviation of them by using the formula:

$$Md = \frac{\sum d}{N}$$

$$= \frac{1152}{37}$$

$$= 31.1$$

Furthemore, the writer computed the sum of square deviation:

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)2}{N}$$

$$= 38720 - \frac{(1152)2}{37}$$

$$= 38720 - \frac{1327104}{37}$$

$$= 38720 - 35876.6$$

$$= 2843.4$$

Then, the writer computed the t-test after getting the sum of square deviation. It aimed at knowing whether the research hypothesis was accepted or rejected. The computation as shown:

$$t = \frac{Md}{\sqrt{\frac{\sum x2d}{N(N-1)}}}$$

$$= \frac{31.1}{\sqrt{\frac{2843.4}{37(37-1)}}}$$

$$= \frac{31.1}{\sqrt{\frac{2843.4}{1332}}}$$

$$= \frac{31.1}{\sqrt{2.1}}$$

$$= \frac{31.1}{1.4}$$

$$= 22.2$$

After analyzing the data, the writer found that the t-counted was 22.2. Since the degree of freedom (df) was 36 (N-1 = 37-1=36). Because there is no (df) 36 in the table, the writer computed it by using the formula of interpolation in order to find out the value of t-table as follows:

$$\frac{a}{b}\ x\ c$$

a is the value of the amount of students subtract with the df (30)

b is the value of the df (40) subtract the df (30)

$c$is the value of df (30) subtract the falue of df (40)

a = 36-30 = 6

b = 40-30 = 10

c = 30 ⟶ 2.042

40 ⟶ 2.021

= 2.042 – 2.021

= 0.021

$$\frac{a}{b}\ x\ c = \frac{6}{10}\ x\ 0.021$$

= 0.0126

By using 0.05 level ⟶ 2.042 – 0.0126

= 2.029

Based on the calculation above, by applying 0.05 level. The writer found that the value of t-table (2.029). Then, the writer found that the t-counted (22.2). It means that the value of t-counted (22.2) was higher than the value of t-table (2.029). It could be concluded that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. In other words, the use of songs can improve students' pronunciation of alveopalatal sounds.

DISCUSSION

Based on the result of pre-test. All students got score lower than 25.There were only 2.7% of students who got the highest score, 18 points and there were 10.8% of students who got the lowest score, 5 points. This result proved that the students still got difficulties in pronouncing alveopalatal sounds in words.

After giving the pre-test to the students, the writer found that some of the students just pronounced the English words based on the written form of the words. For example sound (dʒ) in word "junior" was pronounced /junior/ instead of /dʒu:nɪə/, sound (ʒ) in word

“treasure” was pronounced /tresur/ instead of /’treʒə/, sound (tʃ) in word “capture” was pronounced /keptur/ instead of /’kæptʃə/, and so forth. It can be analysed that some of students just replace the unfamiliar sounds (tʃ, ʒ, dʒ) with the sounds which are familiar for them.

When the writer gave the treatment to the students, students very interested in pronouncing English words which are given. It happened because before they pronounce the words, the writer played a song for them. In this case, the students can imitate the words sung by the singer directly. It is very usefull technique, because when the students are singing the song, they do not realize that they are producing English words based on what they have heard. As an impact, they do not bored in learning activity.

After giving the treatment to the students in 8th meetings, the writer gave the post-test to the students. By applying listening English songs in improving students’ pronunciation of alveopalatal sounds, there was a significant progress which was gotten by the students. There were 5.4% of students who got a perfect score, 25 points, and there were 10.8% of students who got the lowest score, 15 points.

Regarding the result of pre-test and post-tes, there was a significant progress in students’ score. It can be concluded that the use of English songs is effective in improving students’ pronunciation of alveopalatal sounds.

CONCLUSIONS AND SUGGESTIONS

Based on the result of data analysis which has been counted previously, the writer concluded that the application of English songs can improve students’ pronunciation of alveopalatal sounds. It can be proved by looking at the students’ result of mean score in the pre-test and post-test. The students’ mean score from 48.2 in the pre-test improved to 79.3 in the post-test. Furthemore, the use of English songs in teaching learning activity, especially in teaching pronunciation became a welcome break from the usual routine for students.

Considering the result of the research, the writer would like to give some suggestions to both teacher and students concerning teaching and learning alveopalatal sounds without reducing regard and appreciation to the teacher. First, based on the writer experince when conducting this research, most of the students got difficulty in pronouncing English words which are containing of alveopalatal sounds, it is natural because they do not familiar with those sounds, to make the students familiar in pronouncing English words, the teacher should speak more English than Indonesia in classroom activity. Second, the teacher

should give emphasis about how to pronounce the English word correctly, and serve as the model, therefore the students can imitate his or her pronunciation. Third, based on the result of students' post-test, the use of English songs can improve students' pronunciation of alveopalatal sounds, therefore teacher can use English songs as a medium to improve another sounds or can be used to improve another English components or skills, such as vocabulary, speaking, listening and so forth. The last, the teacher should help the students if the students make wrong pronunciation in their speaking or reading activities because if that case happened, it will make the listener gets difficulty to understand what she/he is talking about. Surely, it will block the communication.

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